

DAC Meeting Minutes: Spring 2003 North & North Central Regional

Attendees: Bruce Penland, Colleen Nicholes, Suiska Rhodes, Michael Hamblin, Mark Bake, Karinda Henry, Susan Gallusha, Lynna Kendall, Carol Ann Goodson and Elaine Jones.

What is being done right locally that is worth preserving?

- More time devoted to fewer schools by fine arts specialists (those who ask for it).
 - Why? Specialists are having more impact
- Fine Arts Professional Development opportunities regardless of impact on literacy/numeracy. Applying NCLB criteria to Fine Arts. Fine Arts participants must do more because of training. Long-lasting impact because of it.
 - Why? For every child's development, divergence, and create.
 - Example: Guitar workshop for teachers adding NCLB features to it – result: a waiting list for training.
- Dan Butcher and music program was a great triumph!
 - Why? Students able to learn music skills. A well-rounded student is a better student.
- Utah Arts Council grants provide a 2-week residency.
 - Why? Giving students at least a taste of the arts can teach them how to express themselves every day for two weeks.
- Double course offerings in the fine arts – including AP art. More FTE – a music teacher in every elementary school. Very positive attitude towards the arts from administration. Money from the Sundance Film Festival devoted to arts for equipment and materials.
 - Why? Programs are thriving, exhibitions happening.
- DAC representative comes to meetings. Musical developing social /emotional skills. Arts are “saving the day” with learning strategies. Endorsement program – teachers are getting it. AWFK support in district. Coordinating of community and school events on the website.
 - Why? NCLB helped. Core reaching to touch students.
- Arts grant money coming in through community. DAC member on the city arts council. City opera on Constitution helped with social studies integration – songs, dances, written well by the students. Success makes DAC reps want to continue program with Shakespeare next year. Elementary chorus festival held in district.
 - Why? For parents and students.
- Accountability – a consensus to get endorsement – trained person in every artform in every school because the elementary principal is accountable.
 - Why? For every child's development, divergence, and creativity.

Local Concerns:

- NCLB
 - A child left behind without intervention uses \$200,000 a year.
 - \$1M is spent for 1 teacher for 12 years.
 - “Highly qualified teacher” definition by feds: major in the subject area. State has to have a uniform standard if major is not used as criteria. Fine Arts major with endorsement or teaching minor in other arts areas seen as “highly qualified” by state standards.
- Players change so whoever comes to the table can move things forward.
- Define purpose and what will it look like when we've achieved it.
- How do we help each other succeed?

Write down the one thing you think would make the biggest difference in your district where student learning in the arts is concerned:

- District attitude: No ya-buts.
- Change teachers' attitudes with training. Help teachers see the relevance of the arts.
- Change in scheduling – no conflicts between arts so all arts are available to students.
- Study that shows data and sell it.
- Teach all teachers “understanding by design.” (boiled down essentials)
- Get community buy-in, ownership of an arts education.
- Accountability (use NCLB and professional development).
- Change to more co-ordination when students are in a pull-out program during arts time in elementary schools. No time for children to settle into one place under current system.
- Special education – get help through the arts to unlock pathway to learning for individual student.

Learning Community Discussion:

- Working in isolation is working in a vacuum and a vacuum sucks.
- Start learning group at beginning. Begin with what you are all about. Everyone has to have ownership.
- Help group develop 8-10 goals each semester. How will we know when it is learned?
- Plan it with an action with a deadline.
- Put people over programs and principles over structure.
- Clear understanding of outcome then students would achieve the goal and teachers could recognize the goal had been met.
- More than one idea allowed for grant application.
- Use less than 12 for learning community.
- Grant can be done for an individual school; doesn't have to be district wide.
- Grant money only for teacher development.

Calendar:

- Original date for first DAC 2003-04 school year meeting needs to be changed. New date for first DAC meeting: Tues., Aug. 12.

Resources for DAC members:

- “Arts and Learning” ISBN 0-8013-3247-8
- “Weaving in the Arts” ISBN 0-325-00032-8
- “Block Scheduling and Music Program I & II
- “Music at the Middle Level, Building Strong Programs” by June Hinckley
- “Na Agenda for Excellence in Music at the Middle Level” MENC
- “Keeping the Promise”
- “Arts Education in Public Elementary and Secondary Schools: 1999-2000” – National Center for Educational Statistics June 2002
- “Transforming Ideas for Teaching and Learning the Arts”
- “Learning Partnerships, Improving Learning in Schools with Arts Partners in the Community”
- “Priorities for Arts Education Research” Goals 2000 Arts Education Partnership
- “Champions of Change, The Impact of the Arts on Learning”
- “All State Utah HS Art Show 2003 Exhibition”- Springville Museum of Art
- Gaining the Arts Advantage, Lessons from School Districts that Value Arts Education” President’s Committee on the Arts and the Humanities and Arts Education Partnership
- “Professional Learning Communities at Work, Best Practices for Enhancing Student Achievement” Richard DuFour, Robert Eaker ISBN 1-879639-60-29000